

# PHYSICAL ACTIVITY



### Objectives

Encourage students to be physically active for 60 minutes everyday.

Encourage students to explore different and creative ways to be physically active.

Realize how fun physical activity can be when being active with a friend.

### Supplies Needed

September

Pick a **better** snack™ & **ACT** scorecard

Physical activity items for scavenger hunt activity.  
(Examples – basketball, cones, Frisbee, jump ropes, hula hoops)

“Verb Teller” worksheet

Scissors

### Background

**VERB™ It's What You Do** is a national, multicultural campaign that encourages tweens (youth 9-13 years) to be active every day. The VERB campaign uses a combination of paid advertising, school and community promotions, and the Internet to promote physical activity as cool, fun, and a way to have a good time with friends. VERB was developed by the United States Department of Health and Human Services, Centers for Disease Control and Prevention (CDC).

The VERB brand was launched to get kids in America active and ‘off the couch’ by embracing positive physical activity. Kids have been surrounded with VERB messaging and communications making this a genuine movement that has resulted in positive health behavior among young people.

VERB is found in:

- Advertising: TV, print and radio
- Schools
- Community-based organizations
- Web
- Local communities

A verb usually connotes action, and that’s exactly what VERB is about – getting tweens physically active. VERB motivates every tween, not just the athletic ones, to find their verb. It is about getting up and moving.

The campaign inspires tweens to increase physical activity. It provides opportunities for them to add activity into their lives and provides ideas and resources to help tweens find ways to get active.

VERB seeks to change how tweens think about physical activity by emphasizing its fun aspects. It encourages them to find new activities and to incorporate fun physical activity into their everyday lifestyles.

VERB was used as a model in developing the Pick a **better** snack & **ACT** scorecard. The scorecard and VERB encourage imagination, and sense of ownership in the program.

## Web Site Resources

[www.idph.state.ia.us/pickabettersnack](http://www.idph.state.ia.us/pickabettersnack)  
[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)  
[www.verbnow.com](http://www.verbnow.com)  
[www.aahperd.org/NASPE/](http://www.aahperd.org/NASPE/)  
[www.cdc.gov/nccdphp/dnpa/physical/recommendations/young.htm](http://www.cdc.gov/nccdphp/dnpa/physical/recommendations/young.htm)

## Do the Activity:

Discuss with students the importance of physical activity. Remind them that 4<sup>th</sup> and 5<sup>th</sup> graders should be active 60 minutes a day (it does not have to be done all at once, and could be broken up into segments all day long).

VERB encourages tweens (9-13 year olds) to be creative and get active! Being active does not necessarily mean joining a team sport. Being active is getting up and doing something fun. Brainstorm with students some examples (i.e. helping clean up a park, taking a walk, dancing with a friend, etc.)

Have the students go on a scavenger hunt for some props to invent their own game/activity.

Equipment examples:

- Basketball
- Cones
- Frisbee
- Jump ropes
- Hula hoops

Remember to also think about fun ways to incorporate items on the scorecard this month:

- Putt
- Volley
- Hike
- Invent (The invent square enables the students to invent their own game or activity.)

After the students have created their games, have the students demonstrate their game for the class.

## Talk It Over:

Ask the students to go to the VERB™ web site ([www.VERBnow.com](http://www.VERBnow.com)) and get acquainted with the different activities that VERB™ offers.

Have the students brainstorm about what other activities they could do that fit the VERB™ theme, "It's What You Do."

What did you think of VERB™?  
Would you use it to keep track of your physical activity?  
What other activities fit the VERB™ slogan?  
Have you seen their commercials on television?

## Apply:

Remind students of other activities they could do with a friend or by themselves and that would help them complete their scorecard. The activities on this month's scorecard are:

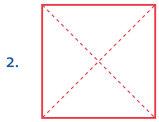
Putt  
Volley  
Hike  
Invent

Create "VERB Teller" using the "VERB Teller" worksheet. Can be printed in black and white. Encourage students to play their game after school or at recess.

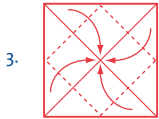


## HOW TO CREATE YOUR VERBTeller:

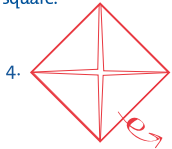
1. Fold the VERBTeller both ways along the perforation and remove these instructions.



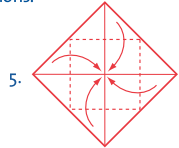
Turn the Teller over and fold color side down on both diagonals. Unfold.



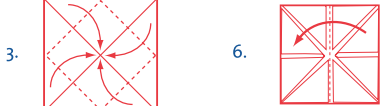
Fold all four corners to the center to make a smaller square.



Flip over this square so the activities face up.



Then fold its corners to the center to make an even smaller square.



Fold paper in half. Unfold.



Fold in half top to bottom so that VERB Anytime Doubletime logo shows. Keep it folded.

8. Using both hands, stick your thumbs and index fingers into the pockets behind the VERB Anytime Doubletime logo.

## HOW TO USE YOUR VERBTeller:

1. Ask a friend to name a favorite sport or activity.
2. If they choose kickball, spell out k-i-c-k-b-a-l-l opening and closing the VERBTeller with each letter.
3. Then have them pick a color or number from inside the VERBTeller.
4. Spell out the color or count the number chosen while opening and closing the VERBTeller.
5. Now have them choose another number or color.
6. Lift that flap to reveal an activity.
7. Combine it with the one your friend named in step 1.
8. Go play the game you've created!

**NOW THAT YOU KNOW HOW IT'S DONE, CREATE A VERBTeller USING YOUR OWN ACTIVITY IDEAS.**

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## September - Lesson Plan Grades 4-5

# THE COLOR way



### Objectives

Learn the concept of grouping fruits and vegetables by color.

Learn the need to eat fruits and vegetables from all five color groups to stay healthy.

### Supplies Needed

September

Pick a **better** snack™ & ACT scorecard

"Colorful Fruits and Vegetables"  
Worksheet

### Background

Each year during the month of September, the Produce for Better Health Foundation conducts a nationwide effort to promote eating colorful fruits and vegetables daily for better health. It is important to eat a variety of fruits and vegetables within each of five color groups (blue/purple, green, white, yellow/orange, and red) because individual fruits and vegetables contain different nutrients and phytochemicals.

Phytochemicals are natural plant compounds that may provide a variety of health benefits. "Phyto" comes from the Greek word for plant, so phytochemicals are chemicals found only in plants. Phytochemicals give plants their color and aroma. This means that blue blueberries contain different phytochemicals than green spinach, and oranges smell differently than onions.

It is important to eat a colorful variety every day because each fruit or vegetable has its own mix of vitamins, minerals and phytochemicals that work in different ways to help keep a person healthy:

- Bananas contain the mineral potassium, which helps keep blood pressure normal
- Red peppers contain vitamin C, which helps keep gums healthy
- Grapes contain a phytochemical (Quercetin) that may help keep a person's heart healthy

Some vitamins, like A and C, and many other phytochemicals are antioxidants. This means they may help prevent disease. Antioxidants work by gobbling up leftover parts of oxygen molecules (called free radicals) before they can damage cells in the body that eventually cause disease.

Activities below have been selected from "There's a Rainbow on My Plate," developed by the Produce for Better Health Foundation.

**Note:** Do not emphasize the number five or "five servings". Download "How many fruits and veggies do you need?" handout at [www.idph.state.ia.us/pickabettersnack](http://www.idph.state.ia.us/pickabettersnack) to quickly calculate how many fruits and vegetables your students need each day."

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**Web Site Resources**

[www.idph.state.ia.us/pickabettersnack](http://www.idph.state.ia.us/pickabettersnack)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)

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**Do the Activity:**

Introduce the activity by helping students associate fruits and vegetables with color. Write the following color words on the chalkboard: blue/purple, green, white, yellow/orange, and red. Then name some produce and ask students to put them in the right color group. (If you eat the skin of a fruit or vegetable, it is grouped by the color of its skin; if you don't eat the skin, it is grouped by the color of its flesh.)

- Blue/purple – blueberries, eggplant
- Green – cucumber, peas
- White – banana, pear
- Yellow/orange - lemon, carrot
- Red – tomato, radishes

Use the “*Colorful Fruits and Vegetables*” worksheet as a transparency for a class activity; divide students into color groups and give each group a worksheet; or hand out a copy of the worksheet to each student. Share results including a discussion of fruits and vegetables that students had never heard of and/or never tasted.

(Using grocery store advertisements may help to identify different fruits and vegetables.)

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**Talk It Over:**

Talk about produce that can be more than one color such as peppers (red, green, yellow, purple) and grapes (green, red, purple).

Talk about classifying produce by the part we eat. For example, bananas are part of the white group because we eat the white fruit, not the yellow skin. Green apples are part of the green group because we eat the green skin.

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**Apply:**

Have the students help plan a different fruit or vegetable snack for each day of the week, representing a different color group each day.

Have the students help plan a fruit or vegetable pizza that would have the five color groups represented.

Distribute the Pick a better snack™ & ACT scorecards. The cards will be given out each month. Each month the cards will feature different fruits and vegetables and activities that will help you stay healthy. The snacks on the September scorecard are plum, zucchini, apple, and tomato.

Have the students raise their hands if they have eaten any of the fruit and vegetables pictured on the scorecards as you identify them. We should eat fruits and vegetables at each meal and for snacks every day. Explain that the bingo cards teach that there are all kinds of fruits and vegetables for you to try and lots of ways to be physically active.

Tell the students that when they eat one of these foods, or do one of the activities, they can put an "X" through the corresponding space on the scorecard.

### Extend the Activity



#### **Art, Music & PE**

Draw 5-color fantasy pizzas. Use vibrant crayons, paints or markers to represent fruit or vegetable choices.



#### **Language Arts & Reading**

Have students write about fruit or vegetable pizzas that would have all five color groups represented, and tell how they decided which fruits and vegetables to select.



#### **Math**

Fraction Math: Create pizzas that represent different fractional numbers (i.e.  $\frac{3}{5}$  of the fruit pizza has red strawberries and  $\frac{2}{5}$  has blueberries.) Create word problems for the class using missing number fractions.



#### **Science & Health**

Research how many vitamins or minerals are found in each pizza (see Extend the Activity: Art, Music & PE and Language Arts & Reading). Use the Internet as a resource.



#### **Social Studies**

Find origins of the 5 fruits or vegetables they would include on their 5-color fantasy pizza (see Extend the Activity: Art, Music & PE and Language Arts & Reading).

## Colorful Fruits and Vegetables

Identify which color group(s) the fruits and vegetables belong to using the following code:

**B** = blue/purple; **G** = green; **W** = white; **Y** = yellow/orange; **R** = red

\*Means that the fruit or vegetable belongs in more than one color group.

	Color Group(s)
Apples*	
Apricots	
Artichokes	
Asparagus*	
Avocados	
Bananas	
Beets	
Belgian Endive	
Blackberries	
Blueberries	
Broccoli	
Brussels Sprouts	
Butternut squash	
Cabbage*	
Cantaloupe	
Carrots*	
Cauliflower	
Celery	
Cherries	
Chinese Cabbage	
Cranberries	
Cucumbers	
Dates	
Dried Plums	
Eggplant	
Elderberries	
Endive	
Figs	
Garlic	
Grapefruit*	
Grapes*	
Green Beans	
Honeydew Melon	
Jicama	
Kiwifruit*	
Leafy Greens	
Leeks	
Lemon	

	Color Group(s)
Lettuce	
Limes	
Mangoes	
Nectarines*	
Okra	
Onion*	
Oranges*	
Papayas	
Parsnips	
Peaches*	
Pears*	
Peas	
Peppers*	
Persimmons	
Pineapples	
Plums	
Pomegranates	
Potatoes*	
Pumpkin	
Radishes	
Raisins	
Raspberries	
Rhubarb	
Rutabagas	
Shallots	
Spinach	
Strawberries	
Summer Squash	
Sweet Corn	
Sweet Potatoes	
Tangerines	
Tomatoes	
Turnips	
Watermelon*	
Winter Squash	
Zucchini	



## Colorful Fruits and Vegetables Answer Key

**B** = blue/purple; **G** = green; **W** = white; **Y** = yellow/orange; **R** = red

\*Means that the fruit or vegetable belongs in more than one color group.

	Color Group(s)
Apples*	R, Y, G
Apricots	Y
Artichokes	G
Asparagus*	B, G
Avocados	G
Bananas	W
Beets	R, Y
Belgian Endive	B
Blackberries	B
Blueberries	B
Broccoli	G
Brussels Sprouts	G
Butternut squash	Y
Cabbage*	B, G
Cantaloupe	Y
Carrots*	B, Y
Cauliflower	W
Celery	G
Cherries	R
Chinese Cabbage	G
Cranberries	R
Cucumbers	G
Dates	W
Dried Plums	B
Eggplant	B
Elderberries	B
Endive	G
Figs	B
Garlic	W
Grapefruit*	R, Y
Grapes*	B, G
Green Beans	G
Honeydew Melon	G
Jicama	W
Kiwifruit*	G, Y
Leafy Greens	G
Leeks	G
Lemon	Y

	Color Group(s)
Lettuce	G
Limes	G
Mangoes	Y
Nectarines*	Y, W
Okra	G
Onion*	G, R, W
Oranges*	R (blood), Y
Papayas	Y
Parsnips	W
Peaches*	Y, W
Pears*	R, G, Y
Peas	G
Peppers*	B, G, R, Y
Persimmons	Y
Pineapples	Y
Plums	B
Pomegranates	R
Potatoes*	B, R, W
Pumpkin	Y
Radishes	R
Raisins	B
Raspberries	R
Rhubarb	R
Rutabagas	Y
Shallots	W
Spinach	G
Strawberries	R
Summer Squash	Y
Sweet Corn	Y
Sweet Potatoes	Y
Tangerines	Y
Tomatoes	R, Y
Turnips	W
Watermelon*	R, Y
Winter Squash	Y
Zucchini	G